Vision		*Mission*
All JCPS students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful responsible citizens of our diverse, shared world	**JCPS** CDIP Overview 2020 -2021	*To challenge and engage each learner to growth through effective teaching and meaningful experiences with caring, supportive environments*

Learning: Student Learning, Growth and Development

Goals/Outcomes include (not limited to):

⬆ Success skills-prepared and resilient learner, effective communicator, productive collaborator, globally and culturally competent citizen, emerging innovator

⬆ Proficiency, Separate Academic Indicator, Gap, Growth

⬆ Transition Readiness

⬆ Graduation

Key Actions
- Backpack of Success Skills
- Transition readiness continuum
- Authentic assessment system
- Personalized and engaging learning environment (e.g., Six Essential Systems)
- Community partnerships

Culture and Climate: Increasing Capacity and Improving Culture

Goals/Outcomes include (not limited to):

⬆ Positive, safe school culture and climate

⬆ Teacher retention, satisfaction

⬆ Integration of teaching, assessment, and deeper learning opportunities

⬆ Student engagement, sense of belonging, attendance , NTI participation

⬇ Suspensions

Key Actions
- Meaningful relationships
- Professional deeper learning
- Transformed instructional core
- Family engagement
- High performing teams

Organizational Coherence: Improving Infrastructure and Integrating Systems

Goals/Outcomes include (not limited to):

⬆ School performance (AIS status)

⬆ Coherent core processes and practices (e.g., CAP actions)

⬆ Equitable access in systems for different student groups

⬇ Disproportionality gaps across behavior and academic data

⬆ Parent/family satisfaction

Key Actions
- Coherent systems and processes
- Racial equity policy
- School redesign and innovation
- Improved school supports
- Modernized facilities plan
- School choice plan
- Evolve 502

EXCELLENCE WITH EQUITY

*2020-21 JCPS District Phase Three: Executive Summary for Districts

2020-21 Phase Three: Executive Summary for Districts

Jefferson County
Martin "Marty" Pollio
3332 Newburg Rd
Louisville, Kentucky, 40218
United States of America

Last Modified: 11/18/2020
Status: Open

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2020-21 Phase Three: Executive Summary for Districts

2020-21 Phase Three: Executive Summary for Districts

Description of the District

Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

Jefferson County Public Schools is located in Louisville, Kentucky, in the Ohio River Valley. The school District has roots as early as 1829 when Louisville Public Schools began as an independent system in Louisville and then, later, Jefferson County School District, a county district, merged with Louisville Public Schools to form one District in 1975 called and remained Jefferson County Public Schools (JCPS). JCPS is the largest public school-system for the Louisville metropolitan area (Louisville-Metro), serving 81% of all school-age children. JCPS is the 30th largest school-district in the United States with 169 schools, 6178 teachers, and approximately 96000 preschool through high-school students.

The diversity of students enrolled in JCPS is considered an asset for our students, staff, and community. There are over 140 languages spoken in JCPS; in fact, our English as a Second Language (ESL) population has continued to rapidly grow increasing from 5,986 students in 16-17 to 9,005 in 20-21 which is a percentage increase of 50% in the last 4 years.
Forty percent of the student population in JCPS are White, 37% African-American, 13% Hispanic, and 10% identify as other ethnic minorities. Sixty-five percent of JCPS students qualify for free or reduced lunch and over 12,500 receive exceptional childhood education (ECE) services. Our long-term trend shows a large increase in the number of students who qualify for free and reduced lunch from 55% in 2006-07 to 65% in 2020-2021, though the percentage has remained relatively stable over the past few years. JCPS serves over 4900 homeless students. This translates to approximately 5.1% of JCPS students experiencing instability in living situations ranging from shelters to families doubling up in single family housing by staying in relatives' or friends' homes.

A 2018 report released by the Greater Louisville Project found that when compared to peer cities (similar size and demographic data), Louisville-Metro ranked 10th out of 17 for the percent of the population living in areas of concentrated poverty. In Louisville, one out of every seven people live in concentrated poverty. The highest concentration of poverty is located in four Louisville neighborhoods, comprising 7.5% of the total population, which is disproportionately high with African Americans living in these areas as opposed to other racial or ethnic groups. Louisville's ranking in adults with a bachelor's degree has increased from 14th to 11th among that 17 peer cities.Louisville-Metro encompasses all of Jefferson County, Kentucky and is the largest city in the state (1.3 million), with over 600,000 residing in Jefferson County.

According to the 2018 Greater Louisville Project Report, 35% of Jefferson County residents have at least a bachelor's degree and 38% of young adults (between ages 25-34) have a bachelor's degree or higher. Education, health care, manufacturing, retail, and social assistance industries provide 46.6% of the area's jobs. The median income is $33,300 and Louisville ranks 6th out of 17th in median earnings compared to peer districts. Advanced Manufacturing and Business Services have historically been a strength of the Louisville Metro and, in 2018, was named A Top 10 City where Manufacturing is Thriving by Forbes Magazine. According to the City of Louisville, the metro area is home to the nation's largest restaurant headquarters and the nation's highest concentration of lifelong-wellness and aging-care companies.

Approximately 6,178 teachers are employed by JCPS and are guided by the Vision Statement "All Jefferson County Public School students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world." JCPS teachers have an average of 11.5 years of experience and 82% have a master's degree or higher. A total of 6.9% of teachers are National Board Certified. JCPS is under the leadership of Dr. Marty Pollio, who is in his fourth year as the Superintendent of JCPS. The governing authority of JCPS is a seven member publicly elected Board of Education.

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

As a District serving a diverse and urban community with varied needs, we are committed to a purpose that includes moving each student toward greater success no matter where they begin. Our core values embody this commitment and guide our work. Adults in this system steward our students by offering opportunities and environments these incorporate these core values: caring, equity, excellence, respect, individuality, diversity, opportunity, creativity, collaboration, and stewardship. Our vision and mission are aligned with these values and identify our expectations for every student as well as the educators and the community who support them. The vision of JCPS is that "All Jefferson County Public School students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world." To that end, our mission is "To challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments."Our strategic plan - Vision 2020: Excellence with Equity - clearly lays out what we should be doing, measuring, and expecting as outcomes to achieve this mission.

The Jefferson County Board of Education adopted the new plan on November 23, 2015 (Targets and Indicators approved December 14, 2015) after months of work and input from multiple stakeholders in a community- wide effort. Vision 2020 identifies goals for success around three Focus Areas: Learning, Capacity Building, and Infrastructure. Each focus area specifies strategies (including District program offerings) for meeting these goals as well as targets and indicators for monitoring progress towards the goals. Vision 2020 directs us to ensure that every dollar JCPS spends, including every position, is aligned with these goals and strategies. Thus, Vision 2020: Excellence with Equity will hold us accountable for maintaining focus on strategies that will best prepare our students to be globally competitive in college, career, and life.

In 2018-2019, a guidance document called Vision 2020 in Action was developed to provide a roadmap in executing the strategic plan. It aligns the focus areas to specific pillars: Backpack of Success Skills, Culture and Climate, and Racial Equity. The Backpack of Success Skills, aligned to the focus area of Learning, is a digital portfolio and product of our District-wide work around Deeper Learning in the previous two years. The Backpack, housed digitally for every student, reflects choices of best work from the school-year and is defended by the student at the 5th, 8th, and 12th grades. The pillar of Culture and Climate is aligned to the Culture and Climate focus area and advances the work of our Transforming the Instructional Core. The work around Racial Equity, the third pillar, aligns to the Organizational Coherence area of focus and resulted in the development of a Racial Equity Plan for each school with a focus on closing the achievement gap and addressing inequities found in data and obtained from feedback. The District's Office of Diversity, Equity, and Poverty leads the work of envisioning equity across our academic programs and services that respond to the needs of a diverse student population and prepare all students for a changing workplace within a global economy.

These three pillars are district-wide and are the basis for the rest of the work in the coming years as we accomplish Vision 2020. Programs offerings and initiatives that have supported the strategic plan include Restorative Practices, deeper learning approaches and strategies (e.g., project based

learning, personalized learning), and District-wide Equity Institutes for all certified and classified staff. The foundation of the instructional systems in JCPS is described in the JCPS Six Instructional Systems for a Strong Learning Climate. The JCPS Six Instructional Systems are: Implementation of Standards, Effective Use of Data, Instructional Planning and Practice for Deeper Learning, Progress Monitoring, Academic and Behavioral Support, and Instructional Feedback and Professional Learning. Each process, practice, and partnership are tightly aligned to the systems within a Learning Climate to drive each classroom and school toward improvement and achievement for every student.

Starting in 2018-2019, every student K-12 in JCPS began gathering digital artifacts that demonstrates their competency in the five JCPS Success Skills and knowledge of content standards and skills. The artifacts are evidence of how students have been involved in more relevant, engaging learning opportunities demonstrating transition readiness. The Backpack, housed digitally for every student, provides a space for students to upload various assignments or performance tasks that would be evidence for sharing during their defenses of learning at grades 5, 8, and 12. Over 20,000 student defenses were held by the end of the 2018-2019 school year. In 2019-2020, COVID-19 disrupted student defenses. However, many schools were able to implement virtual student defenses, and 59% of 5th graders, 70% of 8th graders, and 66% of 12th graders completed defenses by the end of the school year.

In order to maintain strong accountability to Vision 2020, the key actions in Vision 2020 in Action form the basis of the Comprehensive District Improvement Plan (CDIP). The CDIP details key District- supported practices, programs, and initiatives considered necessary to address school, family, and individual student-needs. These practices and programs were selected based on analysis of our data. For example, the Reading and Math trends and the persisting achievement gaps resulted in our new leadership pursuing a new curriculum framework to support a vertically aligned Prek-12th grade curriculum system. In addition, the District has undergone and received substantial feedback from several audit visits that show the need to increase the processes and protocols around several major systems including ECE, CTE, early childhood, racial equity and managing behavior. The specific action steps outlined in the CDIP for implementing each strategy were developed collaboratively by the Superintendent, cabinet members, and staff with opportunities for feedback from the Board of Education.

Notable Achievements and Areas of Improvement
Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

JCPS made several critical achievements during the past three years as well as many individual improvements. First, JCPS passed a Racial Equity policy in May of 2018. The policy reiterated the District commitment to Racial Educational Equity, which was established to increase access for students of color, strengthen opportunities and create a more diverse instructional staff in JCPS. Considered a historic move with implications for urgent actions to support our students of color, the Racial Equity policy provides specific goals including changing or eliminating current District policies that have contributed to racial inequities in areas including discipline and special education, improving school culture and climate, maintaining high expectations for all students, and providing teachers and other school-based staff with training to address inequities.

In 2018-2019, JCPS launched the Racial Equity Institute which provided District-wide training to staff on the most recent research and strategies to support students from diverse backgrounds. Successes from the Racial Equity policy are beginning to emerge in the outcome data. The most recent data updated in October 2020 showed we currently have the largest number of teachers of color (1,117) and the largest number of Black male teachers hired (213) in the past few years. Attrition of Black teachers has been reduced from 14% to 7% and 67% of the last 12 principals hired were Black. Student data from 2019-2020 showed over 50% of students of color meeting or

exceeding expected growth on the MAP Reading and Math assessments. The number of students of color who were identified as gifted/talented increased by 1,626 students, from 4,627 students in the 2018-2019 school year to 6,253 in the 2019-2020 school year. In January 2019, JCPS also successfully hosted an Accreditation Engagement Review from AdvancED (now Cognia). The findings from the engagement review found that there was a "culture of hope and promise" within JCPS and that "through the concerted efforts of the system leadership, a renewed energy and excitement is beginning to permeate the school system." The 2018-2019 state accountability data and 2019-2020 state data signified areas showing growth and areas still needing improvement. The percentage of students that were transition ready increased from 49.8 % in 2018 to 53.0% in 2019. Overall, proficiency rates declined slightly from last year (1-3%) across the content areas. Fewer significant gaps identified, signaling initial positive impacts of the racial equity pillar. Of the 64 TSI schools in 2017-2018, 62 exited Targeted Support and Improvement (TSI) status. Nine of 21 schools exited CSI status, however 23 new schools were identified as CSI for a total of 35 CSI schools. In 2019-2020 state data were limited but what was available indicated several positive trends.

The percentage of the 12th-grade cohort that have completed at least one career and technical education (CTE) course increased from 25% in the 2018-2019 school year to 28% in the 19-20 school year. The number of enrollments, course completers, and students with qualifying grade all increased from the 2018-2019 year to the 2019-2020 school year. The number of students with qualifying grade in a dual credit course increased by 917 students, from 1,382 in the 2018-2019 school year to 2,299 in the 2019-2020 school year. The number of students of color with qualifying grade increased by 530 students, from 605 students in the 2018-2019 school year to 1,135 in the 2019-2020 school year. Graduation rate increased from 82.9% in 2018-2019 to 84.15% in 2019-2020.

In Fall of 2019, results from the 2019 National Assessment of Educational Progress (NAEP) test (also known at the Nation's Report Card) were released. JCPS is among 27 trial urban Districts in large metropolitan areas that volunteer for this fourth- and eighth-grade testing program. Overall, Jefferson County Public Schools (JCPS) is on par with large cities throughout the nation in both reading and math. Overall, JCPS fourth- and eighth-grader scored no different from large cities in both reading and math but lower than public schools nationally. In reading, JCPS fourth-graders scored (214) higher than 13 of the 27 school Districts while eighth- graders scored (258) higher than 14 Districts. In math, JCPS fourth-graders scored (232) higher than 7 other school Districts while eighth-graders scored (273) higher than 13 school Districts. When comparing NAEP 2019 results to the 2017 results, JCPS is ticking up in grade 8 math, even showing a significant increase in performance among students eligible for the national school lunch program. However, scores significantly declined for students in grade 4 Reading.

JCPS is fortunate to have strong, well-established governmental and corporate partnerships within the Louisville- Metro community. JCPS partnered with Ford Next-Generation Learning, and in 2017-2018 launched the Academies of Louisville in 11 high schools as each met the following components: 1) Freshman Academy, 2) Cohort scheduled- cross curricular teaming with all students scheduled into 4-course sequence leading to credential, 3) Advisory Program, 4) Project-based learning as a main instructional strategy, and 5) Data-driven responsive systems of support and interventions. In 2019-2020, the Academies of Louisville has expanded to 15 JCPS high schools. The Academies of Louisville has already garnered national attention, including coverage on CNBC. JCPS also partners with Evolve 502 as part of an on-going commitment to help thousands of Jefferson County Public School graduates pursue the dream of a college education.

Additional Information
Districts Supporting CSI/TSI (including ATSI) Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

In 2018-2019, JCPS created an office of Accelerated Improvement Schools (AIS). The office was designed to provide supports to CSI/TSI schools as well as schools that are identified as potentially becoming a CSI school. Currently, the AIS department is focused on serving our CSI schools. Each school receives differentiated support from the District staff and assistant superintendents and are given special emphasis, support, resources, and attention when the District makes decisions in order to foster success. Support for the AIS schools in 2019-2020 include funding for 5 structured professional development days, additional District resource teachers to support AIS schools, and stipends to increase teacher retention. Monitoring of progress on school improvement efforts are led by the Accelerated Improvement School office and includes routines that examine each schools vital signs (key performance indicators), and implementation checks of school turnaround efforts through Collaborative Calibration Visits (CCVs). In 2020-2021, the district is applying for approximately 5 million dollars in funding to support our CSI/TSI schools with a multitude of improvement efforts including building capacity in improvement science, coaching, principal leadership institutes, technology infrastructure and professional learning opportunities for staff and leadership teams.

Additional Information
Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

During 2017-2018, JCPS underwent a Kentucky Department of Education (KDE) Management Review and Audit. As a result, the District recently four separate Corrective Action Plans (CAPs) to improve organizational management and monitoring processes for the three areas of action: early childhood, special education, and career and technical education services. The agreement states that KDE will audit the District again in 2020 and until the conclusion of that audit, the superintendent will provide a monthly written and oral report to the commissioner and the superintendent or his designee will appear in person to provide a report to the Kentucky Board of Education at its regularly scheduled bi-monthly meetings. As of August 2020, 100% of the corrective actions have been established. In September 2020, KDE conducted a Governance review, and currently, JCPS awaits the results of this review.JCPS continues to make progress on its advancement of racial equity.

In Fall 2020, JCPS opened the new females of color school, Grace James Academy of Excellence, that opened as a STEAM (science, technology, engineering, art, and math) academy. The school serves as a female counterpart to the successful males of color W.E.B. Dubois Academy, and will address the disproportionate inequities often experienced by females of color.

At the end of the 2019-20 school year, JCPS and the nation, were greatly impacted by the COVID-19 pandemic. The most recent in-person day of instruction was March 13, 2020 and since that day, our schools have implemented Non-Traditional Instruction. With the 2020-21 school year, JCPS has focused on supporting our families, students, and staff during NTI 2.0. The pandemic period of time has created both challenges and opportunities. In these incredibly difficult times, our goal is to ensure the safety and well-being of our students and staff first, while also creating new and innovative learning opportunities to engage students.

*2020-2021 JCPS CDIP Phase Three: Comprehensive District Improvement Plan

2020-2021 Phase Three: Comprehensive District Improvement Plan

Jefferson County
Martin "Marty" Pollio
3332 Newburg Rd
Louisville, Kentucky, 40218
United States of America

Last Modified: 11/19/2020
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2020-2021 Phase Three: Comprehensive District Improvement Plan

2020-21 Phase Three: Comprehensive District Improvement Plan

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:
• For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Using the Comprehensive District Improvement Plan Template
a. Develop your Strategic Goals using the Comprehensive District Improvement Plan Template.
b. **Upload** your completed Comprehensive District Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive District Improvement Plan below. If you do not have an optional narrative, enter N/A.

See attached

eProve diagnostics

Comprehensive District Improvement Plan (CDIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

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- KCWP 1: Design and Deploy Standards
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Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Type	Goal	Objective	Methodology
Proficiency	1. Proficiency: By the end of the 2023-2024 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in Reading and Math to the following: Reading Elementary: 46% to 58% Middle: 50% to 61% High: 37% to 52% Math: Elementary: 40% to 53% Middle: 35% to 50% High: 31% to 46%	1.1 Proficiency: By the end of the 2020-2021 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in Reading and Math to the following: Reading Elementary: 46% to 51% Middle: 50% to 54% High: 37% to 43% Math: Elementary: 40% to 45% Middle: 35% to 41% High: 31% to 37%	KDE Interim Proficiency Goals
Gap	2. Gap: By the end of the 2023-2024 school year, JCPS will reach their goals for percentage Proficient/Distinguished in combined Reading/Math for the all the groups of students we serve (40% African American, 48% Hispanic, 74% Asian, 34% ELL, 45% FRL, 65% White, and 31% ECE).	2.1. Gap: By the end of the 2020-2021 , JCPS will reach their goals for percentage Proficient/Distinguished in combined Reading/Math for the all the groups of students we serve (29% African American, 38% Hispanic, 69% Asian, 23% ELL, 35% FRL, 59% White, and 19% ECE)	KDE Interim Proficiency Goals

Growth	3. Growth: By the end of the 2023-2024 school year, our district will increase the percentage of students meeting their expected growth 65% in Reading and Math as measured by MAP (baseline in 2018-2019 was 56% met growth in Reading and Math)	3.1 By the end of the 2020-2021 school year, 58% of students will meet their expected Winter to Spring growth in Reading and Math as measured by MAP.	Local Measure
Transition Readiness	4. Transition Readiness: By the end of the 2023-2024 school year, JCPS will increase the percentage of students that are college and career ready to 64%.	4.1 Transition Readiness: By the end of the 2020-2021 school year, JCPS will increase the percentage of students that are college and career ready to 58%.	Cut the distance to 100% CCR in half by 2030 based on 2018-2019 baseline data
Graduation	5. Graduation: By the end of the 2023-2024 school year, JCPS will increase the 4-year graduation rate to 85.2%	5.1 Graduation: By the end of 2020-2021 school year JCPS will increase the 4-year graduation rate to 83.5%.	KDE Interim Graduation Goals
Culture and Climate	6. Culture and Climate: By the end of the 2023-2024 school year, JCPS will increase the average percent satisfaction with their school/department across all role groups to 90%.	6.1 By end of the 2020-2021 school year, JCPS will increase the average percent satisfaction with their own school/department, across all role groups, to 85%	Local Measure

Separate Academic Indicator	7. Separate Academic Indicator: By the end of the 2023-2024 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in Social Studies, Science and Writing to the following: Science Elementary: 25% to 42% Middle: 23% to 40% High: 24% to 41% Social Studies Elementary: 43% to 56% Middle: 49% to 61% High: N/A Writing Elementary: 36% to 51% Middle: 21% to 39% High: 36% to 51%	7.1 By end of the 2020-2021 school year, Jefferson County Public Schools will reach their goals for percentage of students Proficient/Distinguished in Social Studies, Science and Writing to the following: Science Elementary: 25% to 31% Middle: 23% to 29% High: 24% to 31% Social Studies Elementary: 43% to 48% Middle: 49% to 54% High: N/A Writing Elementary: 36% to 42% Middle: 21% to 28% High: 36% to 42%	KDE Interim Proficiency Goals

KDE Goal	Strategy (Vision 2020)	#	Vision 2020 In Action Activity	Measure of Success	Progress Monitoring	Funding (representing key 20-21 investments)	Start Date	End Date	Persons Responsible
Proficiency, Gap, Growth, Transition Readiness, Separate Academic Indicator	1.1.1. Adopt a broader definition of deeper learning, 1.1.2 Personalize learning, 1.1.3 Provide equitable access, 3.3.2 Harness innovation, 3.3.3 Optimize technology usage (KCWP 2, 5, 6)	1	**Backpack of Skills:** Identify, implement and support Backpack of Skills: (1) What do students need to be able to do? (2) What experiences will get them there? (3) How will they demonstrate skills?	Improved literacy and numeracy skills Increased college and career readiness rates Increased graduation rate Improved NAEP Increased access to devices and wifi	% of students with evidence of success skills in their digital portfolio % of students experiencing learning experiences aligned to deeper learning principles as measured by CSS % of students meeting literacy and numeracy benchmarks as measured by MAP % of students with acceleration plans	Backpack and BrightBytesPlatform: $300,000 General Fund; DL Symposium cost: $460,000 General Fund; Backpack League: $1,500,000 General Fund;* Student Technology Leadership Program: $135,000 General Fund; NWEA MAP Assessment: $1,782,000 General Fund; * NTI Infrastructure Support: $19,570,350 CARES Fund;* Savvas Learning Platform, $4,963,180 CARES Fund;* Deeoer Learning Infrastructure and Support: $458,652 General Fund;	08/01/2020	12/31/2021	Coleman, Belcher
Transition Readiness	1.1.2 Personalize learning,1.1.6 Strengthen early childhood, 1.1.7 Eliminate achievement, learning, and opportunity gaps (KCWP 1, 2, 5)	2	**Transition Readiness Continuum:** Define and monitor transition readiness of critical skills needed at key points in student development; provide various supports for students not transition ready, including extended learning time.	Decreased 9th grade dropout rates Increased transition ready Increased graduation rate Increased college and career readiness rates Increased college-going rate	% of 5th, 8th, and 12th grade students meeting defense/capstone requirements % of students on track to graduate % kindergarten ready (Brigance) - *if available* % of students participating in extended learning % meeting growth on MAP in literacy and numeracy % of students at-risk as assessed by a universal screener	Backpack platform: $300,000 General Fund;* Backpack League: $1,500,000 General Fund;* Early Childhood Rescue (multi-year): $19,912,447 (includes $4M General Fund pickup of early childhood transportation); Multi-Tiered Systems of Support: $3,676,221 CCEIS Fund; * Kindergarten Readiness Camp: $600,000, General Fund; Summer Literacy Boost, $977,000: General Fund;	08/01/2020	12/31/2021	Coleman, Meyer, Hartstern, Leffert, Marks-Johns, Dillard, Rogers, Gratz

Proficiency, Gap, Growth	1.1.4 Reduce, revise, and refine assessments, 2.1.2 Cultivate growth mindset (KCWPs 2, 3 and 4)	3	**Authentic Assessment System:** Meaningfully assess student learning and provide feedback throughout the school year to adjust instruction and interventions to meet the needs of each student.	Increased student-led conferences presenting goals, work, and assessment outcomes. Increased quality of work in student digital portfolios Increased transition ready	% of educators trained in assessment literacy % student engagement on CSS % of schools implementing multiple demonstrations of learning	NWEA MAP Assessment: $1,782,000 General Fund* Brigance Screening: $41,000 General Fund; Gifted and Talented Expansion: $266,821* General Fund;	08/01/2020	12/31/2021	Coleman
Transition Readiness, Graduation	1.1.2 Personalize learning, 1.1.5 Improve student literacy (KCWP 1)	4	**Personalized and Engaging Learning Environments:** Provide students with quality and engaging educational programs, relevant career-focused experiences, and comprehensive support services by personalizing learning environments, transforming the alternative schools and expanding and monitoring the Academies of Louisville model.	Decreased dropout and retention Increased college and career readiness rates Increased graduation rate Decreased suspension and behavioral referrals	% student sense of belonging and engagement on CSS # of suspensions and behavior referrals Absenteeism/ attendance rates /NTI Participation rates % of students enrolled in Advanced coursework Ratings on Collaborative Calibration Visits (CCVs) on Six Essential Systems for a Strong Learning Climate *(if available)* # of NTI community learning hubs/# students served at hubs	Academies of Louisville: $6,895,617 General Fund * Art and Music in Elementary Schools: $2,500,000 General Fund; Middle School Explore Pathways: $919,826 General Fund; NTI Infrastructure Support: $19,570,350 CARES Fund;*	08/01/2019	12/31/2021	Coleman, Rogers, Deferrari
Transition Readiness, Graduation	1.1.2 Personalize learning, 1.1.3 Provide equitable access (KWCP 5)	5	**Community Partnerships:** Leverage community partners to provide equitable personalized learning experiences and targeted support for students	Decreased dropout and retention Increased college and career readiness rates Increased graduation rate	# of Academies of Louisville business partnership reports % of students participating in work-based experiences % of students with dual credit	Academies of Louisville: $6,895,617 General Fund; * Backpack League: $1,500,000 General Fund;*	08/01/2020	12/31/2021	Coleman, Rogers

Gap, Growth	2.1.2 Cultivate growth mindset, 2.1.3 Improve culture and climate, 1.1.2 Personalize learning, 1.1.7 Eliminate achievement, learning, and opportunity gaps (KCWP 5, 6)	6 **Meaningful Relationships:** Advocate practices that improve engagement, belonging, and empowerment for students, staff, and families.	Improved teacher and staff retention Decreased disproportionality in suspensions	% sense of belonging, engagement, and voice across stakeholder groups from the CSS % positive ratings on teacher and school leadership items from the IMPACT survey	Mental Health Supports $6,700,000 General Fund; Multi-Tiered Systems of Support $3,676,221 CCEIS Fund; * Compassionate Schools Project $1,186,667, General Fund;	08/01/2020	12/31/2021	Coleman, Deferrari, Adams, Averette
Proficiency, Gap, Growth, Separate Academic Indicator	2.1.1. Personalize deeper learning, 2.2.2 Build capacity of PLCs (KCWP 5, 6)	7 **Professional Deeper Learning (Teacher Backpack):** Develop a professional learning system that provides common understanding of deeper learning and deeper learners constructs with clear exemplars to improve shared understanding districtwide.	Increased number of teachers with microcredentials in personalizing instruction Increased quality exhibitions and defenses across schools Increased number of teachers with professional learning experiences in remote instruction tools	% of educators with professional learning experiences in deeper learning % of students with evidence of success skills in their digital portfolio % of educators comfortable with technnology integration as measured by NTI suveys	Professional for staff: $4,512,669 Title II; Project-based Learning: $135,000 General Fund; Deeper Learning Flex PD Days: $31,000 General Fund;	07/01/2019	12/31/2021	Coleman
Proficiency, Gap, Growth, Separate Academic Indicator	2.1.1. Personalize deeper learning, 2.2.2 Build capacity of PLCs (KCWP 5, 6)	8 **Transformed Instructional Core:** Implement an aligned instructional core (i.e., standards, curriculum, instruction, and assessment frameworks, and grading practices) and professional development system to create deeper learning experiences for all students.	Improved literacy and numeracy skills and growth Increased transition readiness Increased quality of work in student digital portfolios	% of educators trained in deeper learning strategies % educators implementing deeper learning experiences measured by surveys Passing rates in gateway courses (e.g., English I, Algebra I) measured through grades % of students with acceleration plans	School-Based Academic Instructional Coaches: $11,834,072, General Fund; REACH Summer Enrichment Program: $79,000, General Fund; NTI Infrastructure Support: 19,570,350 CARES Fund;* Edmentum Courseware and Support: $725,000, General Fund; Savvas Learning Platform: $4,963,180 CARES Fund*	08/01/2020	12/31/2021	Coleman

Gap, Growth	3.2.1 Engage with families, 3.2.2 improve and standardize external systems (KCWP 5)	9	**Family Engagement**: Improve outreach so families can have more access points to engage in their students' educational experiences.	Increased student attendance Reduced chronic absenteeism Increased transition readiness NTI participation rates	% parental login to digital portfolio platform and parent portal % parent satisfaction from the CSS and NTI surveys School CNXT data metrics # parents served at the JCPS 360° Student & Family Support Center at Humana	Family Engagement school capacity work and NCFL collaboration $241,000 Title IV;* Parent and Family Engagement school initiatives: $462,429 Title I;	08/01/2020	12/31/2021	Coleman, Marshall, Deferrari
Proficiency, Gap, Growth	2.1.3 Improve culture and climate, 2.2.1 Define high-performing teams (KCWP 6),	10	**High Performing Teams**: Provide learning opportunities for educators to learn together, plan, and reflect upon and improve professional practice.	Increased teacher retention Increased minority educator staffing	% positive ratings on teacher survey and IMPACT survey % educator sense of belonging and satisfaction from the CSS	Equity Institute: $220,000 General Fund; Sub Solutions: $2,200,000 General Fund; National Board Certification Tuition Reimbursement: $818,205 General Fund; Classified Employee Teacher Pipeline program: $185,000 General Fund; Teacher Residency Program: $1,785,376 General Fund;	08/01/2020	12/31/2021	Adams, Marshall
Proficiency, Culture and Climate	1.1.6 Strengthen early childhood, 1.1.7 Eliminate achievement, learning, and opportunity gaps, 3.2.3 Improve and standardize internal systems (KCWP 1, 2, 5)	11	**Coherent Systems and Processes**: Implement common performance management practices, processes, and routines focused on (1) reviewing current data related to strategic goals, (2) defining actions that will improve data to meet goals, (3) conducting systematic reviews of district corrective action plans, and (4) supporting schools in their development of systems to support a healthy learning environment	Improved district ratings on state accountability Reduced number of CSI/TSI schools Removal of corrective action status.	Regular cycle of review of strategies/targets and gap to goal analysis at Cabinet meeting, school leadership team meeting, and Board meeting as demonstrated by agenda/minutes. % central office satisfaction ratings Comprehensive Systems Reviews (CSR) of Six Essential Systems as measured by CSR reports *(if available)*	Multi-Tiered Systems of Support: $3,676,221 CCEIS Fund; * CSI and ATSI School support: $4,800,000 SIF Fund;*	08/01/2020	12/31/2021	Dossett

Proficiency, Gap, Growth, Culture and Climate	1.1.7 Eliminate achievement, learning, and opportunity gaps, 3.1.3 Improve human resources infrastructure (KCWP 5, 6)	12	**Racial Equity Policy:** Implement JCPS Racial Equity Policy and monitor plans districtwide.	Reduced disproportionality in behavior referrals, suspensions, and ECE placements Reduced achievement gaps through increased proficiency and growth in literacy and numeracy among students of color	% of central office departments and schools implementing at least one racial equity analysis protocol; Equity Scorecard metrics; district racial equity plan metrics and progress notes	Racial Equity Plan Support: $8,200,000 General Fund; Gifted and Talented Expansion: $226,821* General Fund; Grace James Academy of Excellence: $1,800,000 General Fund;* W.E.B. DuBois Year 3: $803,192 General Fund; * New ECE Classroom: $1,103,384, General Fund;	08/01/2020	12/31/2021	Marshall, Coleman, Hardin, Belcher, Perkins, Dossett, Murphy, Adams, Dennes, Brown, Chevalier
Gap, Growth	1.1.3 Provide equitable access,, 1.1.7 Eliminate achievement, learning, and opportunity gaps, 3.3.2 Harness innovation (KCWP 1, 2, 5)	13	**School Redesign and Innovation:** Support turnaround efforts to implement evidence-based and innovative systems of support	Improved school ratings on state accountability Reduced CSI/TSI schools	% funding for CSI/TSI schools	Funding for Accelerated Improvement Schools: $8,646,678 General Fund; CSI and ATSI School support: $4,800,000 SIF Fund;* Alternative School Redesign Behavior Support: $340,435 General Fund; Grace James Academy of Excellence: $1,800,000 General Fund;* W.E.B. DuBois Year 3: $803,192 General Fund; *	08/01/2020	12/31/2021	Coleman, Meyer, Hartstern, Leffert, Marks-Johns, Dillard, Rogers

| Gap, Growth | 3.1.4 Ensure responsible stewardship of resources, 3.2.2 Improve and standardize external systems, 3.2.3 Improve and standardize internal systems, 3.2.4 Listen and respond to stakeholders, 3.3.1 Create a technology roadmap (KCWP 4, 5) | 14 | **Improved School Supports:** Equitably align resource allocation with strategic priorities for physical, instructional, and human resource infrastructure in ways that meet student learning needs. (See AIS SIF plan addendum). | Improved teacher and staff retention Improved literacy and numeracy skills | % instructional and non-instructional school staffing % NBCT in the classroom % of schools in High Growth category in literacy and numeracy (MAP) % of schools in High Achievement category in literacy and numeracy (MAP) | ECE Implementation Coaches: $10,528,435 General Fund; Mental Health Practitioners: $6,700,000 General Fund; NTI Infrastructure Support: $19,570,350 CARES Fund*; PPE and Sanitation Materials: $2,317,872 CARES Fund; CSI and ATSI School support: $4,800,000 SIF Funds;* (See AIS SIF plan addendum) Textbook Rescue for elementary and middle schools: $2,280,480 General Fund; ESL Additional Expansion: $904,839 General Fund; | 08/01/2020 | 12/31/2021 | Perkins, Adams, Coleman, Hardin, Chevalier, Averette, Meyer |
| Culture and Climate | 1.1.7 Eliminate achievement, learning, and opportunity gaps, 3.1.1 Improve physical infrastructure, 3.1.2 Improve instructional infrastructure (KCWP 2, 5, 6) | 15 | **Modernized Facilities Plan:** Develop a facilities planning process to address the most critical three-year consumer and renovation needs. | Improved facility conditions index for quintile 4 schools Increased early childhood centers Increased new buildings | % spending on critical maintenance needs | New construction (multi-year) $271,000,000 in bondable projects from 2018-2019 through 2020-2021 $1,000,000 increase in Annual Facilities Improvement Fund for total of $7,500,000 General Fund; Athletic fields and facilities renovations: $250,000 General Fund | 08/01/2020 | 12/31/2021 | Perkins |

Culture and Climate	3.3.2 Harness innovation, 3.4.1 Improve communications, 3.4.2 Improve processes, 3.4.3 Provide customer-service training, 3.4.4. Empower families, 3.4.5 Reduce student mobility (KCWP 5)	16	**School Choice Plan**: Clarify, restructure, and expand choice programs to better meet student and family needs.	Accepted charter applications with high rubric scores. Positive performance metrics for charter schools *(when available)* Improved JCPS market share Improved quality of magnets	% satisfaction with schools Enrollment in magnets for students of color	Marketing School Choice: $300,00 General Fund;	08/01/2020	12/31/2021 Dossett, Blausey
Transition Readiness, Graduation	1.1.2 Personalize learning, 1.1.7 Eliminate achievement, learning, and opportunity gaps, 2.1.2 Cultivate growth mindset, 3.2.1 Engage with families, 3.4.4 Empower families, (KCWP 5, 6)	17	**Evolve 502:** Engage in a community-wide development of a system infrastructure to support each student in post-secondary success	Improved college and career readiness rates Improved graduation rates Increased transition readiness	Evolve 502 data analytics reports	Evolve 502 data system: $200,000 General Fund;	08/01/2020	12/31/2021 Dossett, Lowe

* Repeat of item due to applicability to more than one Activity

Special Considerations for Districts with Targeted Support and Improvement (TSI) Schools

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)) .

Monitoring and Support
Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI. Include in your response information regarding the process for local board review and approval.
Response:
In 2018-2019, JCPS created an office of Accelerated Improvement Schools (AIS). The AIS office, in collaboration with our Elementary, Middle, and High School offices, was designed to provide supports to CSI/TSI schools as well as schools that are identified as potentially becoming a CSI school. Currently, the AIS department and High School office is focused on serving 2 TSI schools (Ballard and Seneca). Each school receives differentiated support from the District staff and assistant superintendents and are given special emphasis, support, resources, and attention when the District makes decisions in order to foster success. Support for the TSI schools include increased funding and support for the schools in the area identified for targeted support, data supports from the district Research office, and assistance from the district Resource Development office in developing and submitting their SIF application. Monitoring of progress on school improvement efforts are led by the High School Office and AIS offices and includes routines that examine each schools' vital signs (key performance indicators), and implementation checks of school turnaround efforts through school leadership reflections, Collaborative Calibration Visits (CCVs), and Comprehensive School Reviews. Based on JCPS analysis of data, if accountability had been calculated in 2019-2020, Seneca would have exited ATSI status based on their progress for students with disabilities. However, ATSI status label remained due to no state accountability changes being made this past year. The JCPS Board of Education reviews and approves the revised school improvement plans annually.

CDIP Addendum: AIS District/School Improvement Activities

Activity Name and Description (Include EBP)	Funding	Monitoring/ Measurement
Carnegie Improvement Systems Professional Learning - Participants (All AIS principals and ERs) will be enrolled in courses from the Carnegie Foundation for the Advancement of Teaching to learn processes related to building a system of continuous improvement in their schools (Cognia Standard 1.3). Each AIS principal and ER staff member will be participate in an early spring 2021 course called "Introduction to Improvement Science Basics", a late spring course "Causal System Analysis", a fall course called "Improvement Science in Practice", and a spring 2022 course called "Facilitating Improvement Teams". AIS principals and ERs will also participate in a Causal System Analysis workshop to being set the stage for the fall "Improvement Science in Practice" course. Schools will be grouped into Network Improvement Communities to collaborate on using improvement science to address common problems of practice. These NICs will be assigned to coaches from Carneige who will guide each through a continuous improvement process focused on one or more of the school's improvement priorities.	**$725,830 – 2 year SIF Grant**	➤ **AIS Office Monitoring Visits** ➤ **KDE Monitoring/Quarterly Reporting** ➤ **MAP Data** ➤ **Data from School and District PDSA's (Plan, Do, Study, Act)** ➤ **KPREP Data including reduction of # of CSI schools in JCPS** ➤ **Various Plus Deltas on training and training implementation**
Urban School Visit - The AIS district support staff will travel to another urban school district that has documented success with school turnaround practices. The purpose of this learning visit will be to collaborate and review systems of support and accountability developed by the successful urban district in order to inform change around current systems within the AIS office. This visit will coincide with the work related to the Center on Great Teachers and Leaders. GTL will support the AIS office in the planning of the visit based upon their expertise with other successful urban turnaround districts and their fit to the JPCS context.	**$10,704 – 2 year SIF Grant**	➤ **Plus Deltas on visits** ➤ **Evidence of implementation of system development within the AIS Office.**

Center for Great Teachers and Leaders Professional Learning, Coaching, and Consultation - The Center on Great Teachers and Leaders will provide the AIS office with expertise and coaching on the development of new systems for building and developing turnaround leader competencies within the CSI principals.

GTL will provide the AIS office with expertise and coaching on the development of new systems for building and developing a program to support and grow teachers in CSI schools. This system will include components of recruitment and retention of teaching staff.

GTL will also provide professional learning experiences directly to the AIS leadership team in order to develop best practices around district support and accountability to CSI schools. These services will include supporting the AIS office with the development, implementation, and monitoring of a strategic plan focused on supporting the capacity building of turnaround teachers and leaders (items 1 and 2 above.) | **$923,299 – 2 year SIF Grant** | ➢ **KDE Monitoring/Quarterly Reporting**
➢ **MAP Data**
➢ **KPREP Data including reduction of # of CSI schools in JCPS**
➢ **Various Plus Deltas on coaching and consultation**
➢ **Evidence of implementation of system development within the AIS Office.** |
| **Harvard School Turnaround Leader Development Program** - 26 CSI principals based upon turnaround capacity needs will attend the School Turnaround Leaders Institute at Harvard University during the summer session. The Institute is a 5 day experience on the campus. School turnaround efforts require highly effective leaders who are able to create the conditions for rapid and sustained change. Leaders must drive fundamental shifts in school culture and instructional practice that result in rapid gains and ongoing performance. The demands are great and the need for such leaders is even greater.   This specialized leadership program from The Principals' Center brings together individuals and teams who are charged with turning around chronically underperforming schools. Participants learn how to establish high expectations for instructional quality, develop effective teams, translate data into action, and generate deep engagement among school and community stakeholders. They leave with a school improvement plan they can put into action right away. | **$78,182 – 2 year SIF Grant** | ➢ **Plus Deltas on training experience**
➢ **Evidence of implementation of learning as documented through AIS school monitoring visits**
➢ **CCVs (Collaborative Calibration Visits)**
➢ **KY IMPACT Data**
➢ **JCPS Comprehensive School Survey Data** |

Feedback and Coaching Labs from Rutherford Learning Group - Supporting schools in the development and implementation of an effective feedback and coaching system that improves instruction leading to increases in student performance is a main priority across all Jefferson County CSI schools. Schools will be supported through 4 specific approaches targeted to improve feedback and coaching skills among school leaders and coaches, building capacity with school leaders and coaches to train others on feedback and coaching, improve the capability of school leaders and coaches to accurately assess the instruction performance of their school, and provide teachers in CSI schools with a deeper understanding of 23 teacher themes of quality instruction. Mike Rutherford of the Rutherford Learning Group will be working with the school leaders, coaches, district support personnel, and educational recovery members to build these skills and capacities.	**$178,500 – 2 year SIF Grant**	➢ **Plus Delta** ➢ **Evidence of implementation of learning as documented through AIS school monitoring visits** ➢ **AIS Bi-Week School Report** ➢ **KY IMPACT Data** ➢ **JCPS Comprehensive School Survey Data**
Additional Academic Instruction Coach Professional Learning related to effective feedback and coaching practices - The Jefferson County School District provides half day support sessions for all of the district academic instructional coaches on a monthly basis. These sessions include a variety of topic and many times just logistics in nature. The AICs of CSI schools have specifically asked for more time to practice and learn from each other the aspects of effective feedback and coaching. To accommodate this need, the AIS office will include a second half of the day learning experience for the coaches to specifically focus on feedback and coaches processes. These professional learning experiences would be planned in collaboration between the AIS office and ER staff based upon coaching materials related to the Rutherford Feedback and Coaching Tools, The Heart of Coaching, and The Art of Coaching. These experiences will take place in one of the CSI schools where practice sessions could be scheduled.	**$15,750 – 2 year SIF Grant**	➢ **Plus Delta** ➢ **JCPS Comprehensive School Survey Data** ➢ **School Report Card (teacher retention)** ➢ **AIS Bi-Week School Report**

Additional Professional Learning Community Time for AIS teachers - Beginning in 2020-21, all AIS schools will provide additional PLC time for teacher teams to address student learning deficiencies and gaps in academic performance. This additional one additional hour per week per teacher throughout each school will be used for grade level teams to analyze common assessment data in order to adjust instruction to meet the specific learning needs of students. The additional hour at the elementary level will enable teachers to address both math and ELA data each week. The secondary schools will have an additional hour to address their assigned content areas.	**$1,305,756 – 2 year SIF Grant**	➢ **AIS Office Monitoring Visits** ➢ **KDE Monitoring/Quarterly Reporting** ➢ **MAP Data** ➢ **KPREP Data including reduction of # of CSI schools in JCPS**
Solution Tree Training for AIS Schools - Several of the CSI schools have expressed a need and desire to receive extensive training related to the implementation and development of professional learning communities. This allocation would allow 7 school teams to attend the 3 day Solution Tree Institute for deeper learning experiences regarding the use of PLC's to drive improved student learning results.	**$110,824 – 2 year SIF Grant**	➢ **Plus Delta** ➢ **Evidence of implementation of learning as documented through AIS school monitoring visits** ➢ **AIS Bi-Week School Report** ➢ **KY IMPACT Data** ➢ **JCPS Comprehensive School Survey Data**
AIS Summer Learning Institutes for Teachers and Leaders – The first segment of this activity will be a two day professional learning experience for all AIS principals and administrative support teams (Assistant Principals, AICs, Resource Coaches) focused on effective teams and team processes, improvement science, and creating a culture of equity and inclusion. Each AIS principal will participate in this experience for the summer of 2021 and summer 2022.	**$50,000 – 2 year SIF Grant (Principal Institute)** **$ 389,248 – 2 year SIF Grant (Teacher**	➢ **Plus Delta** ➢ **KDE Monitoring/Quarterly Reporting** ➢ **MAP Data** ➢ **KPREP Data including reduction of # of CSI schools in JCPS**

The second segment of this activity will include a two day professional learning experience for all AIS teachers new to 3 years experience focused three major threads of development. These include high-leverage teaching practices for all learners (emphasis on , teacher clarity of instruction, and learner equity in the classroom.	**Institute)**	
<mark>Chromebooks for AIS Schools</mark> **–** Chromebooks acquisition and use for improved student learning has been a focus in all AIS schools over the past year. Each school is now one to one with technology. There is still a need to have additional Chromebooks on hand to serve as replacements. Each AIS school will be allotted one classroom set of Chromebooks to serve as replacements.	**$ 388,00 – 2 year SIF Grant (Teacher Institute)**	➢ **AIS Office Monitoring Visits** ➢ **AIS Bi-Week School Report**
<mark>Extended Learning Time for Students</mark> **–** Each AIS school will be provided additional funds in order to extend student learning time throughout the year. Schools will be able to support both after school learning programs and summer learning programs that provide more options and time for academic learning services to students.	**$ 500,000 – 2 year SIF Grant (Teacher Institute)**	➢ **MAP Data** ➢ **KPREP Data including reduction of # of CSI schools in JCPS**
<mark>AIS Personnel</mark> – The AIS office will seek to employee a retired school administrator on a part time basis to ensure implementation of the district SIF grant supporting the AIS office, to assist with progress monitoring of the implementation and impact of improvement initiatives, and to report progress of SIF grant/improvement plan effectiveness to KDE.	**$ 68,000 – 2 year SIF Grant**	➢ **Weekly AIS Leadership Meeting Agendas and Minutes (Grant/Plan Implementation Levels)** ➢ **District SIF Quarterly Expenditure Reports from KDE**

Evidence Based Practice #1: Continuous Improvement Systems

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	A case study published by the Carnegie Foundation for the Advancement of Teaching found that improvement work should be "planned and undertaken in a rigorous, thoughtful, and transparent fashion". Administration and instructional coaches will attend training this summer focusing on school improvement and use of data. The administration and instructional coaches will also be trained in Shipley's school improvement systems. The protocols and tools for continuous improvement will be implemented to develop goals, action plans, and progress monitoring systems resulting in improved outcomes for students. Park, Sandra, et al. "Continuous Improvement in Education." *Carnegie Foundation for the Advancement of Teaching*, 2013, pp. 1–48. Continuous Improvement in Education.pdf
What is the strength of the evidence? Under what conditions was the evidence developed?	ESSA Level III: A sampling of organizations, including school districts, individual schools, and community partners; the case examples focused on three school districts and one community partnership.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	AIS Schools will implement and promote Carnegie's system for school Improvement. District staff and school principals will learn how to analyze and use key data points to inform academic and non-academic decision-making, ensuring the systems are sustainable, while supporting continuous improvement.
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	N/A

Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Yes - Practice based evidence that supports/indicates effectiveness. Continuous Improvement in Education pdf
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	Yes - There is a three-phase system that schools work through to implement the system Phase One of the framework consists of a causal system analysis; phase two – developing a working theory of improvement; and phase three - PDSA. Continuous Improvement in Education.pdf
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Yes - The data specific to the setting was obtained from educational settings using continuous improvement processes and procedures. The research is descriptive in nature. Continuous Improvement in Education.pdf
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	The study does not provide data specific to effectiveness for culturally and linguistically specific populations because it applies to all stakeholders.

Evidence Based Practice #2: Rutherford Coaching- Instructional Coaching: Curriculum and Instructional Practices

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	In a 2017 study conducted by Brown University and published by LearningForward, the pooled effect size of coaching on teacher practice is .57 standard deviation (p<.001) across the 25 studies within the measure of instructional practice. The effects are larger (.71 standard deviation, p<.001) in coaching programs focused on general practices than on content-specific coaching programs (.51 standard deviation, p<.001). In addition, all models of teacher coaching, across all content areas combined, have a positive effect (.11 standard deviation, p<.001) on student achievement when pooled across reading, math, and science as measured on standardized tests, a finding drawn from the effect sizes reported in 21 studies. Content-specific coaching in reading (22 of 26 studies) has a .12 standard deviation (p<.001) on student reading achievement. The number of studies focusing on general instructional coaching and measuring student achievement is limited — only three of nine studies — and further research is needed. The effect size across the general coaching studies on teaching practice is .70 (p<.01). Kraft MA, Blazar D, Hogan D. The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research [Internet]. 2018; 88 (4):547-588. [The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence](#) Meta-analysis conducted on various sized teacher-coaching programs and diverse contexts [The Rutherford Learning Group](#)
What is the strength of the evidence? Under what conditions was the evidence developed?	ESSA Level III: Teacher coaching has emerged as a promising alternative to traditional models of professional development. The authors reviewed the empirical literature on teacher coaching and conduct meta-analyses to estimate the mean effect of coaching programs on teachers' instructional practice and students' academic achievement. Combining results across 60 studies that employ causal research designs, they found pooled

	effect sizes of 0.49 standard deviations (SD) on instruction and 0.18 SD on achievement. Much of this evidence comes from literacy coaching programs for prekindergarten and elementary school teachers. Although these findings affirm the potential of coaching as a development tool, further analyses illustrate the challenges of taking coaching programs to scale while maintaining effectiveness. Average effects from effectiveness trials of larger programs are only a fraction of the effects found in efficacy trials of smaller programs. The concluded by discussing ways to address scale-up implementation challenges and providing guidance for future causal studies.
What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	**Important aspects of school function such as student learning, teacher development, and school culture improvement. To make a statistically significant (measureable and substantial) impact on teacher quality, enhancing the long-term utility of each student's education (not just increasing test scores).**
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	N/A
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	During the 2020 - 2021 school year, the tools of coaching and feedback will be examined and practiced in school classrooms with school teachers to focus on high-performance teaching and effective leadership. The final piece of the year will include a two-day academy (six hours each) to examine the 23 teaching themes closer and provide more learning experiences around feedback and coaching. The Rutherford Learning Group
Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	*Feedback & Coaching Lab™* **is a school-embedded professional learning experience that builds instructional leadership capacity for administrators, instructional coaches, curriculum specialists, and/or anyone who is responsible for the learning of teachers and the development of teaching.** **Here's the logic for Feedback & Coaching Lab: Many variables affect student achievement. The variable with the largest and most durable effect size is instructional quality. Instructional quality is largely a product of the teacher's skills, techniques, and approaches to teaching. These skills, techniques, and approaches are highly developable through feedback and coaching. Over time, school leaders who, through skillful feedback and coaching, can develop teachers and teaching create school cultures that attract and retain even more skillful teachers. And the cycle continues… to the great benefit of student learning.**
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	**This is an ongoing study of the most recurring pedagogical approaches of particularly successful teachers. Based on more than 40,000 classroom observations, the 23 Artisan Themes represent a comprehensive lexicon of terms that describe the core skills of excellent instruction. The 23 themes are discussed fully in Mike Rutherford's The Artisan Teacher: A Field Guide to Skillful Teaching. The Artisan Teacher is designed to develop the craft of teaching by enabling teachers to identify and hone their most productive skills—and, to add new, complementary,**

	skills to their repertoire. The Artisan Teacher is also designed to be an aid to administrators, instructional coaches, college professors, and anyone who is engaged in the learning and development of teachers and teaching. **The Rutherford Learning Group**
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	N/A

Evidence Based Practice #3 Dufour Professional Learning Communities

Are there research data available to demonstrate the effectiveness (e.g. randomized trials, quasi-experimental designs) of the innovation? If yes, provide citations or links to reports or publications.	*Evidence Citation:* DuFour, R., DuFour, R., Eaker, R, & Many, T. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree. Hattie, J. (2008). *Visible Learning*. Abington, Oxon: Routledge. Vescio, V., Ross, D., & Adams, A. (2008) A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education (24), 80-91. Park, J., Lee, I., & Cooc, N. (2019). The role of school-level mechanisms: How principal support, professional

	learning communities, collective responsibility, and group-level teacher expectations affect student achievement. *Educational Administration Quarterly, 55*(5), 742-780. doi:10.1177/0013161X18821355
What is the strength of the evidence? Under what conditions was the evidence developed?	Creating a professional learning community is suggested as a new alternative for propelling teacher's professional development (Lomos et al., 2011; Vescio et al., 2008; Wong, 2010). Many studies also report that teacher engagement in the professional learning community is important, specifically in relation to the improvement of student achievement (e.g., 746 Educational Administration Quarterly 55(5) Bruce & Flynn, 2012). In addition, as a part of the social environment in the school, collective responsibility contributes to helping teachers focus on school norms that are linked with student achievement (Lee & Loeb, 2000). These two school organization factors directly influence group-level teacher expectations that are closely connected to improving student achievement. Finally, group-level teacher expectation (see Agirdag, Van Avermaet, & Van Houttee, 2013; Brault, Janosz, & Archambault, 2014; Rubie-Davies, 2007) plays a key role in changing student attitudes and behaviors, including learning motivation (Woolley & Grogan-Kaylor, 2006), and academic achievement (Mistry, White, Benner, & Huynh, 2009; Muller, 1998; Muller, Katz, & Dance, 1999; Tyler & Boelter, 2008). In this vein, we focused on identifying group-level teacher expectations as a critically mediating role between a high school's three social environmental factors (i.e., principal support, professional learning communities, and collective responsibility) and student math achievement in this study. There is also evidence that the attached study addresses well-defined and developed PLC's have a positive effect on student learning (11 studies on teaching and learning through the PLC Process). A Review of Research on the Impact of Professional Learning Communities on Teaching Practices and Student Learning.pdf

What outcomes are expected when the innovation is implemented as intended? How much of a change can be expected?	Many researchers generally note that the concept of professional learning community includes the following aspects: teachers sharing a common view on a school's mission or goals, mutually reflecting on instructional activities, engaging in reflective dialogue, providing each other with feedback on teaching practices, and collectively focusing on student learning (Lomos et al., 2011; Vescio et al., 2008). As a new paradigm in the professional development of teachers, attention to the professional learning community has increased since the mid-1990s (Vescio et al., 2008; Wong, 2010). Education policy has particularly placed a high priority on energizing professional learning communities in U.S. schools (Blank, 2013; Lomos et al., 2011). In addition, as another type of positive school climate, collective responsibility is usually described as the extent to which teachers accept responsibility for student learning success at a school (LoGerfo & Goddard, 2008). Research shows school climate affects student outcomes by directly influencing teachers' instructional behaviors and attitudes (Cook, Murphy, & Hunt, 2000; Freiberg, 1999). In the same line, Hord (1997) argues that transforming a school into a professional learning community has positive effects for teachers and students. Compared with teachers in traditionally organized schools, faculty members working in the schools that are characterized as professional learning communities work better together and modify their pedagogy (Hord, 1997; Lee, Smith, & Croninger, 1995). In more detail, teacher isolation is reduced, commitment to the mission and goals of the school is increased, professional learning community for students is shared, and new knowledge and beliefs about teaching and learning are created. For students, a large body of research reports that the professional learning community has a positive influence on student achievement (e.g., Akiba & Liang, 2016; Lomos et al., 2011; Supovitz & Christman, 2003; Vescio et al., 2008). For example, Bruce and Flynn (2012) reported that students taught by teachers participating in professional learning community programs showed increased confidence in math ability and improved math achievement. More recently, by analyzing statewide longitudinal survey data in Missouri, Akiba and Liang (2016) found that teacher participation in the professional learning community is more effective for student achievement growth than their engagement in university courses or individual learning activities.
If research data are not available, are there evaluation data to indicate effectiveness (e.g. pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.	N/A
Is there practice-based evidence or community-defined evidence to indicate effectiveness? If yes, provide citations or links.	Park, J., Lee, I., & Cooc, N. (2019). The role of school-level mechanisms: How principal support, professional learning communities, collective responsibility, and group-level teacher expectations affect student achievement. *Educational Administration Quarterly, 55*(5), 742-780.

[A Review of Research on the Impact of Professional Learning Communities on Teaching Practices and Student Learning.pdf](#)

Is there a well-developed theory of change or logic model that demonstrates how the innovation is expected to contribute to short term and long-term outcomes?	The innovation is expected to contribute to short-term outcomes by implementing the PLC process with fidelity to ensure a continuous improvement design is sustainable for focusing on student learning and building teacher efficacy. The long-term outcome is for AIS schools to have sustainability and refinement of continuous PLC design.
Do the studies (research and/or evaluation) provide data specific to the setting in which it will be implemented (e.g., has the innovation been researched or evaluated in a similar context?) If yes, provide citations or links to evaluation reports.	Identifying a school-level mechanism influencing student achievement provides a better understanding of how to sustain high school performance through school reform initiatives (e.g., principal leadership training or building a learning climate to improve teachers' educational expectations). Of the many predictors of student achievement, factors that relate to the school social environment can be directly influenced by school policy and practices (K. J. Reynolds et al., 2017; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). From a practical standpoint, the current study provides important policy implications by showing how students' academic achievement can be improved through reforming a school's social environmental factors. To improve student achievement, this study empirically shows the need to facilitate the school learning climate as well as raise teacher expectations at the group level. Results of the current study suggest the importance of strengthening teachers' collaborative learning for building a professional learning community, accountability for students' successful learning, and high educational expectations that are closely linked with the change of instructional practices and teaching behaviors. R. Goddard et al. (2015), results of this study have a methodological implication for creating appropriate estimations of latent schoollevel constructs. The current study used MSEM to appropriately estimate the effect of principal support, professional learning community, and collective responsibility, and group-level expectations, which are aggregated by individual math teacher ratings in the same school. In this study, estimating and interpreting the effect of these school-level variables on student math achievement was achieved by controlling for measurement errors at both the individual math teacher and school levels, as well as a sampling error in the aggregation of individual math teacher ratings to form school-level constructs (see, Marsh et al., 2012; Preacher et al., 2011). As a result, this research extends many existing studies that have only applied traditionally structural equational modeling of a single level for controlling for measurement error, or multilevel modeling (or hierarchical linear modeling) used to control for sampling error, and to decompose effects at the level of the individual teacher and school.

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	Park, J., Lee, I., & Cooc, N. (2019). The role of school-level mechanisms: How principal support, professional learning communities, collective responsibility, and group-level teacher expectations affect student achievement. *Educational Administration Quarterly, 55*(5), 742-780. doi:10.1177/0013161X18821355
Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups?	Yes: In MEFA, first within factor consisted of six items: (1) math teachers in this department share ideas on teaching, (2) math teachers in this department discuss what was learned at workshop/conference, (3) math teachers in this department share and discuss student work, (4) math teachers in this department discuss lessons that were not successful, (5) math teachers in this department discuss beliefs about teaching/ learning, and (6) math teachers in this department share research on effective teaching methods. Second within factor was loaded by four items: (1) math teachers in this department share and discuss research on effective instructional practices for English language learners, (2) math teachers in this department explore new teaching approaches for underperforming students, (3) math teachers in this department coordinate course content with other teachers in this school, and (4) math teachers in this department are effective at teaching students in math. However, two items not significantly loaded from the original measurement (math teachers in this department provide support to new math teachers; math teachers are supported/encouraged by math department's chair or curricular area coordinator) were deleted in this study. Park, J., Lee, I., & Cooc, N. (2019). The role of school-level mechanisms: How principal support, professional learning communities, collective responsibility, and group-level teacher expectations affect student achievement. *Educational Administration Quarterly, 55*(5), 742-780. doi:10.1177/0013161X18821355

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